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ABSTRACT

Intended to develop new approaches to Follow Through services, the research plan described in this document is the first step in a collaborative effort of the National Institute of Education (NIE) and the Follow Through Division of the Department of Education. Prior to the delineation of the preliminary research strategy, background information concerning the Follow Through program and its evaluation is provided and the agreement between NIE and the Office of Elementary and Secondary Education is described. Two strands of the preliminary research strategy are specifically discussed. The first strand centers on the development of guidelines for funding a first wave of new approaches, to be tested beginning in the 1981-82 school year. The second strand focuses on a continual process of seeking out newer, less developed conceptions of Follow Through that could lead to implementation of a second wave and succeeding waves of pilot projects over 5, 10, and 20 years. Several uses for the new Follow Through research are pointed out, details of the planning process are discussed, and content areas of papers solicited in the first and second research strands are specified. (RH)

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PLANS FOR

FOLLOW THROUGH RESEARCH AND DEVELOPMENT

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October 1, 1980

PS 014286

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON D.C. 20208

October 30, 1980

Dear Colleague:

This research plan is the first step in a collaborative effort of the National Institute of Education and the Follow Through Division in the Department of Education to develop new approaches to Follow Through services.

During the coming months there will be extensive planning activities which are described in this plan. They will lead to initiation of new Follow Through projects to be tested on a pilot basis beginning in 1981. If you have thoughts about new approaches to Follow Through or wish to be considered for participation in the planning activities, write us at NIE.

Sincerely yours,

Jeff Schiller
Assistant Director for Testing,
Assessment and Evaluation

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A - List of Commissioned Papers for Follow Through Planning

I. INTRODUCTION

In June, 1980, the National Institute of Education was invited by the Office of Elementary and Secondary Education to participate in new Follow Through research and pilot project activities. Under an agreement later signed by the two offices, anticipated to last at least five years, a portion of Follow Through funds allocated to knowledge production is to be transferred to NIE to support research and development of new approaches for Follow Through.

This working document describes preliminary plans for the conduct of NIE's part of Follow Through research and development. Input is sought eagerly from a variety of sources on this plan so the beneficiary population, young disadvantaged children, can best be served.

This document initiates an ongoing process of developing, testing, and disseminating information concerning new approaches to improving services provided to Follow Through-eligible children. This process is not designed to singlehandely find the ultimate answer to providing effective education. Changes in education are incremental in nature. If they are to be effective, they require support by the schools, by educators, and by parents and communities.

The search for new Follow Through approaches will not be confined within the education system; it will involve people in varied disciplines and professions who represent different, and perhaps even conflicting perspectives on education. But this group, who membership is likely to fluctuate over time, naturally will also include educators at all levels, representatives of parent and community groups and researchers as well as the Follow Through Staff. NIE intends to harness the

creativity and energy of these people to generate new ideas for Follow Through while carefully analyzing the lessons learned from past efforts to bring about educational change for educationally disadvantaged children.

II. BACKGROUND FOR NEW APPROACHES

Follow Through is a Federal educational assistance program designed to provide comprehensive services to children from low income families and to increase understanding about effective practices in educating these children. It is authorized under the Economic Opportunity Act of 1964, as amended by Public Law 95-568 in 1978. Reauthorization of the legislation is now under consideration.

The program primarily serves children in Kindergarten through third grade who were enrolled previously in Head Start or similar preschool programs. Local Follow Through projects are expected to provide educational services as well as health, social and other support services to participating students. The parents of participating children must be involved actively in all project activities.

As summarized by Joseph Wholey, then Deputy Assistant Secretary for Evaluation in HEW ("New Directions for Follow Through", December 1979):

> From 1967 to 1975, the Office of Education operated the Follow Through program as a "planned variation" demonstration designed to compare the relative effectiveness of alternative instructional models for early childhood education of disadvantaged children. Twenty two institutions designated as "sponsors" were given

resources to provide teacher training, monitoring and other assistance to school districts implementing their models. Each of the twenty two approaches was tested in one or more communities. In all, 178 projects participated in the Follow Through "planned variation" effort.

During the period 1968-77, a national longitudinal evaluation of 17 Follow Through models was conducted in several steps. Initially, work was performed by Stanford Research International (SRI); subsequently Abt Associates, Inc. assumed major responsibility for the study. Data collection was completed in 1975 and in 1977 Abt published its findings.

Principal findings from the Abt/SRI study may be summarized as follows:

- There was more variability in outcomes within models from site to site than there was between models;
- Models that emphasized basic skills produced more gains in those areas and in self concept than other models;
- Overall, there was little difference observed in the performance of Follow Through and non-Follow Through children. Both groups of younsters remained substantially below national norms.[1]

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[1]The complete findings from the study are contained in Abt Associates, Inc. Education as Experimentation: A Planned Variation Approach. Volumes IV A, IV B, IV C, IV D and IV E. Cambridge, MA: 1977. The findings, together with opposing and supporting views are discussed thoroughly in Harvard Educational Review, May 1978. A relatively short summary of the findings is contained in "Findings from the Follow Through Planned Variation Study" by Mary Kennedy in Educational Researcher, June 1978.

The results produced an understandable degree of consternation among policymakers and practitioners interested in Follow Through. There were also conflicting interpretations of the findings. On the one hand, some interpreted the results to mean nothing worked; that was not true. While the evaluation identified some projects as successful, some believed the reasons for the differing degrees of success found could not be described with confidence. That was partially true. Follow Through model sponsors believed the program was more successul than the evaluation results suggested.[2]

In the face of these conflicting opinions, grass roots support for Follow Through expressed by parents and community groups remained strong. For a period after the Abt/SRI evaluation; however, Office of Education policy regarding future directions for Follow Through was ambivalent.

In 1979, the Office of Education selected Follow Through to be one of several programs to be assessed by a new evaluation technique sponsored by the Office of the Assistant Secretary of HEW for Planning and Evaluation. Under this "exploratory evaluation" approach, the primary purpose of assessing Follow Through was to help Office of Education managers decide on future objectives and directions for the Follow Through program. The Assistant Secretary's summary of the

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[2]For a comprehensive view of the Follow Through model sponsors' perception of the program, including the Abt/SRI evaluation, see Walter Hodges et al. Follow Through: Focus for Change in the Primary Schools. Ypsilanti, MI: High Scope Press, 1980.

Follow Through exploratory evaluation included the following findings:

- There was agreement that the status quo in Follow Through was unsatisfactory;
- Congress believed that Follow Through should be a service program with a social action/anti-proverty emphasis and close links to Head Start;
- Office of Education policymakers believed that Follow Through should be a research, development and demonstration program.

The Office of the Assistant Secretary for Planning and Evaluation concluded that future management of the Follow Through program could embody one or more of the following goals: service, knowledge production, research and evaluation and dissemination.

After weighing alternatives presented in the findings of the exploratory evaluation study together with views of managers in HEW and the Office of Education, including Follow Through, the Assistant Secretary of Education decided that the Follow Through program should be managed to achieve two sets of objectives. The first, service, was to constitute about 80% of the funds. The second, knowledge production, of research, development, and dissemination was to constitute about 20%.

III. NIE INVOLVEMENT

In June, 1980, the National Institute of Education was invited by the Office of Elementary and Secondary Education to participate in new Follow Through research and pilot project activities. Under an agreement later signed by the two offices, anticipated to last at least

five years, a portion of the 20% of Follow Through funds allocated to knowledge production is to be transferred to NIE to support research and pilot project development. The amount to be transferred to NIE in fiscal year 1981 is $2.5 million, or about 30% of Follow Through knowledge production funding. (Total funding for Follow Through in fiscal 1981 is projected at $44.25 million, of which $8.85 million, or 20%, is for knowledge production).

The agreement with NIE providing for this effort indicates that NIE activities are to be carried out in collaboration with the Follow Through staff. NIE heartily agrees with this provisio. Over the past few years, considerable resources have been invested by NIE to increase the use of evaluation and research-based information through the participation of such parties. NIE's current studies for the Department of Education of the Cities in Schools and Push for Excellence programs involve systematic participation of all the stakeholders to the studies on a continual basis. The purpose of such involvement is to make the information as useful as possible to these stakeholders (including parents, teachers, administrators, and researchers).

This extensive process of communication with the Follow Through stakeholders will be maintained throughout this new research effort. To date, there have been several meetings between NIE staff and the Follow Through Director and staff for informal consultation before preparing this plan for formal comment. NIE has also consulted with Follow Through sponsors, project directors and parents in the field.

NIE looks forward to continued relationships with the Follow Through program on a working basis.

The new approaches will be an integral part of the Follow Through program. Discussions about this plan with Follow Through can help illuminate current policy issues in the program. The agreement also provides for NIE technical assistance to Follow Through with its program management and information needs. Our staffs can work productively to see that this plan is developed in light of Follow Through's overall needs and vice versa.

IV. PRELIMINARY RESEARCH STRATEGY

In light of the long term agreement governing this research, NIE foresees developing not one but several cohorts of new Follow Through approaches in conjunction with the Follow Through program over the coming years. In fiscal year 1981, attention will center mostly on the first cohort of new approaches. At the same time, however, initial work will begin on conceptualization of further new Follow Through approaches which will be ready for funding some five years later. As one cohort of approaches is fully tested, it will be phased out of funding, results will be disseminated, and another cohort of approaches will be phased in. Through this strategy, it is planned to continually infuse the Follow Through Program with new research-based knowledge to improve its effectiveness. As Follow Through Programs adopt such information, the program can serve as stimulus for change in other compensatory programs as well. Appropriate attention would be given to

Follow Through Resource Centers, Teacher Centers, Teacher Corps, the National Diffusion Network (NDN), Title I, Technical Assistance Centers and other sources to ensure that new methods developed with the Follow Through funds are made available to other programs.

There are two main strands in the preliminary research strategy. The first is developing guidelines for funding of the first wave of new Follow Through approaches to be tested beginning in the 1981-82 school year. The second is a process for continually seeking out newer and as yet less developed conceptions of Follow Through which would lead to implementation of a second and succeeding waves of new Follow Through pilot projects at periodic intervals over a longer term of 5-10-20 years. As part of the second strand there would be funds set aside for supporting research on selected methodological and programmatic issues which are key to progress with the new approaches.

Further details of each of the two strands of activity will now be described in turn.

Strand One: The First Wave of New Approaches - The past ten years have seen enormous attention focused on the educational needs of low-income children, and to how schools could better meet them. Hundreds of programs, many sponsored by the Federal government through Title I of the Elementary and Secondary Education Act, have been developed at the local level. Many others have been tested systematically through the Follow Through program.

Much effort has been devoted to identifying transferable knowledge from these programs. The Joint Dissemination Review Panel has validated over 300 exemplary programs which have emerged from Title I, Title IV-C, Follow Through and other programs. Through the National Diffusion Network, over 120 of these are being disseminated to schools in every state and territory. The Research and Development Exchange funded by NIE brings together such craft and research knowledge on improved techniques of classroom management, teacher development, and teaching methods. The list of dissemination efforts easily could be expanded.

While there are no simple recipes for success from these efforts, there still is a rich body of suggestions about how to make Follow Through better. Rather than develop new curricular or learning theories anew in the first new Follow Through approaches, we want to exploit available information. For example, the demonstrable successes of the Direct Instructional Model and Behavior Analysis Model in the Follow Through National Longitudinal Study lead many to conclude that such approaches should be built upon. The success of the former is entirely congruent with a much larger body of research on similar instructional strategies, which comes to much the same conclusion.[3] More recently the Beginning Teacher Evaluation Study (BTES) has identified the importance

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[3]See for example, B. Rosenhine, "Recent Research on Teacher Behaviors and Student Achievement". Journal of Teacher Education, 1976, 27(1), 61-65.

of "engaged academic learning time", or time on task, as an effective determinant of learning.[4]

Somewhat hidden in the overall conclusions of the variability within individual Follow Through models but still important are successes of numerous specific sites in individual models, analysis of which can suggest the way to further improvement. Included in these are models of "humanistic" or less structured classroom programs, those serving bilingual children and those systematically involving parents or families in the child's education.

With this rich information in hand, as well as respect for earlier difficulties, NIE proposes to support a new concept of Follow Through services on a pilot basis as the first wave of new approaches in fiscal year 1981. That activity will focus on overcoming obstacles to effective practice in school improvement, specifically on the effective management of instruction (including that undertaken at home). It will build upon the advances in knowledge just cited.

The new forms of practice will not focus upon new curricula or instructional practices per se. Basic research and earlier experiences in Follow Through programs indicate that there are many instructional practices that can be effective, if managed or implemented properly. The first new Follow Through approaches will therefore focus on demonstrating new ways in which LEA's can overcome barriers to effective instructional management and implementation.

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[4]Carolyn Denham and Ann Lieberman of the California Commission on Teacher Preparation and Licensing. Time to Learn. Washington, D.C.: National Institute of Education, 1980.

Illustrative themes around which pilot projects for the new approaches might be organized to use such knowledge include.

- Means to increase instructional time in Follow Through classrooms through improved management of services;
- New patterns of in-service training and selection of teachers to gain better instructional management, including cooperative agreements between schools, teacher training institutions and teacher associations or unions;
- New ways to systematically involve parent and community groups in planning and conduct of Follow Through programs, including the use of parents and families to provide instruction in the home;
- New uses of information systems, including testing and evaluation results, to bring better diagnostic and prescriptive information to bear on Follow Through student learning needs;
- New ways to facilitate support of school building and district administrators for the substantial changes typically required by innovative Follow Through procedures.

These examples may be altered as a result of the planning process for this new effort. However, we expect overcoming barriers to effective school improvement, and better management of instruction as the theme for the first wave of new approaches will be retained. The school improvement focus is similar in some respects to existing state school

improvement initiatives in California, Pennsylvania and elsewhere in its focus on school operations. It will be unlike those efforts, however, in that NIE will test a small number of approaches to school improvement in the management and implementation area and document their effectiveness with sufficient detail so that the results are replicable for widespread dissemination in Follow Through and elsewhere. The new approaches will also seek ways of involving parents and other community resources as integral parts of the approaches.

Strand Two: Search for Future Follow Through Approaches - This is a more speculative, "high-risk" strategy for developing the second wave of approaches for eventual funding in five years. All avenues of promising thinking related to serving low income children through Follow Through will be explored. Such thinking will be outside strictly educational areas as well as within them. Some preliminary areas of inquiry for this activity are the effects of media and new technology on early childhood learning, broad societal and environmental influences on early childhood education and extrapolation of research from other fields to Follow Through. This thinking will eventually be channeled into practical vehicles for improving schooling and learning. The intent is to cast a broad net to capture all the creative thinking possible that will benefit children eligible for Follow Through, and then continually assess the feasibility of converting these ideas into working models. The ideas closest to being ready for more rigorous testing will be identified, and a subset selected for funding in fiscal year 1985 or 1986.

Part of Strand Two will be continuing opportunities for research on issues of enduring interest to Follow Through. This may be field-initiated research (grants) on more basic issues dealing with methodology and program topics related to Follow Through. We strongly believe that opportunities for further analysis of existent Follow Through data should be afforded in this part of the strategy. There are numerous areas for such analysis that can help inform the development of future approaches to Follow Through. Opportunities for funding such analyses have not been made systematically available in the past.

At any given time in this overall research strategy, the single biggest piece of funds would be targeted for the approaches then being tested in the field, with smaller amounts for developing conceptions of the successor wave(s) of approaches and supporting research.

V. USE OF NEW RESEARCH

There are several uses for the new Follow Through research. Information will be disseminated for use in existing Follow Through projects and resource centers. It will also be disseminated via NDN and other diffusion means to Title I and other compensatory programs. The information may be generally used to improve existing projects and it may be the forerunner of new concepts of operational Follow Through projects.

The projected focus of Strand One approaches on the management of instruction as opposed to developing whole new curricula should make the selective adoption of research findings into existing

projects somewhat easier. For example, a wide variety of existing models might benefit from information on one or more improved instructional management strategies to be tested in the new approaches. Information from the new approaches might also help Follow Through in its search for workable performance indicators in its service projects.

The management focus of the Strand One approaches can also help develop ways to make Follow Through programs more feasible for replication on a large scale. The emphasis in the approaches upon management of instruction has implications for efficient implementation of projects. Reducing barriers to improved instruction in the new approaches may show how to reduce the costs of project implementation. It may also suggest a better mix of resources to be devoted in Follow Through projects to added curricula and learning resources on the one hand and means to implement existing resources better on the other. Any outcomes in this area would help policy planners conceive of Follow Through on a broader scale than is typically the case at present. The idea that Follow Through is "too expensive" for widespread use is not inevitable. We see as one purpose of the new approaches to demonstrate ways to break out of this constrained mode of thinking.

The use of the future approaches is obviously more speculative. We believe here as a matter of principal that there are promising,

indeed exciting possibilities for new approaches to Follow Through that will ultimately have widespread use. Follow Through is a unique resource within the Federal establishment for developing those approaches in early elementary education. Here as elsewhere, some modest resources must be invested in the long run future of the Follow Through enterprise, not only to develop substantively improved programs, but also to give encouragement now to those engaged in Follow Through to continue their efforts energetically.

The supporting research on Follow Through-related methodology and program subjects will have direct benefit to present projects as well as the new approaches. Provision of opportunities for analysis of existing Follow Through data will fulfill a widely expressed need from those presently in the Follow Through community. It can also provide opportunities for further analysis of Follow Through data by those not heretofore affiliated with the program. A schematic diagram of uses of the new information is shown in Figure 1.

VI. PLANNING PROCESS

Planning for the development of the new Follow Through approaches has begun and will continue into 1981. In August 1980, $400,000 of fiscal year 1980 funds from Follow Through were transferred to NIE to commence planning.

NIE's objective in the planning is to obtain the best thinking possible about the future of the Follow Through program and desirable

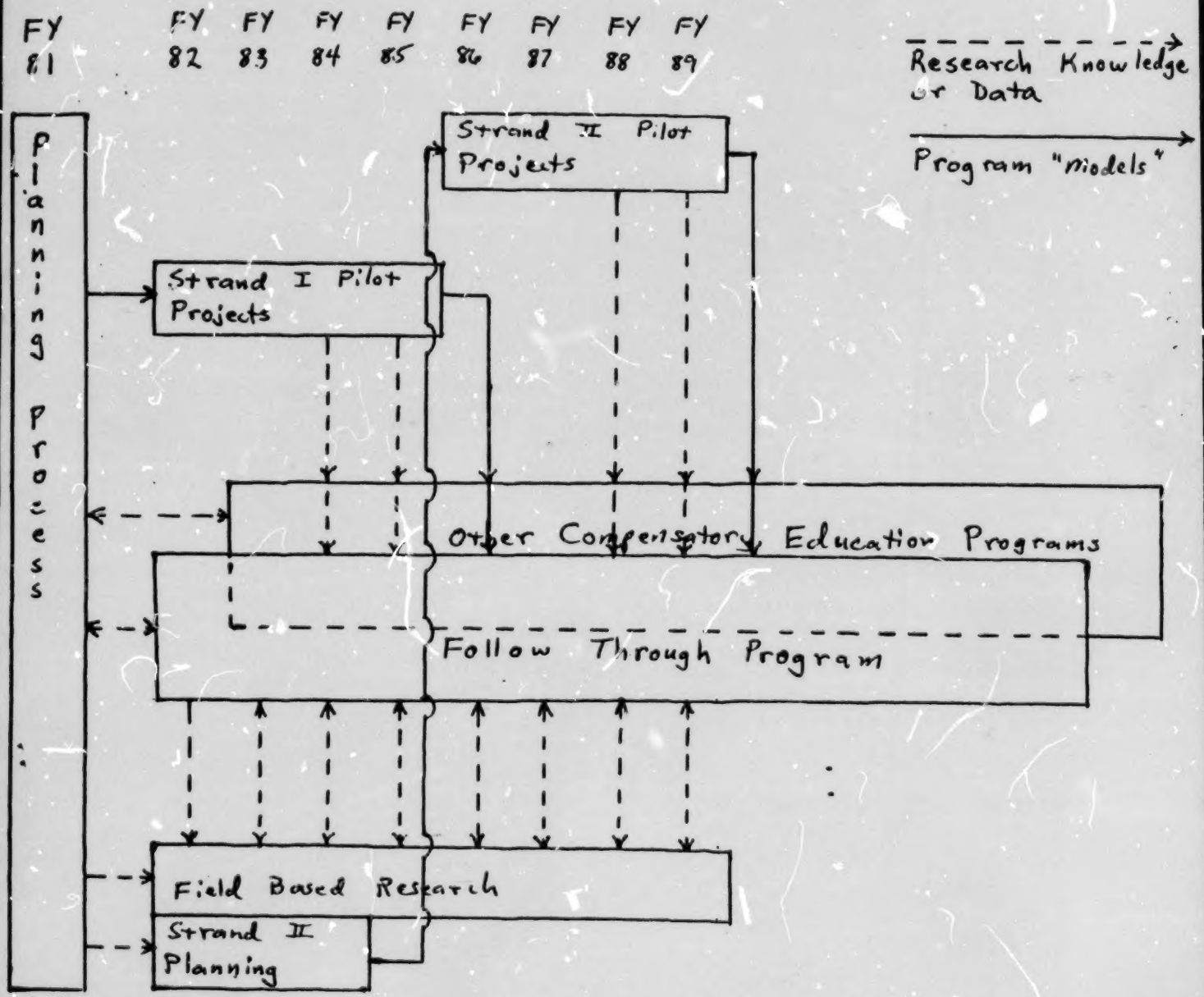

Figure 1 20

Uses of New Follow Through Information

characteristics of the new approaches. To do so, a variety of activities have been planned. These include commissioning papers, holding invitational conferences and also hearings at which representatives of the public may express their view about the future of Follow Through. NIE wishes the development of new approaches for Follow Through to be guided to the maximum practicable extent by suggestions from the field. Following the input from these sources, requests for procurements will be issued by NIE for competitive bidding to develop the new approaches and to document them. In addition, appropriate announcements will be made about opportunities for supporting research.

Participation in the planning process will be sought from people from within the Follow Through community and from those not presently associated with it. The Follow Through Director has provided NIE with an extensive list of persons to be considered in the planning process, as has the liaison to Follow Through from the Follow Through Sponsor Communication Advisory Network (SCAN).

Plans for Strand One - NIE will be holding three topical conferences and two public hearings in connection with the development of procurement guidelines for 1981-82. The conferences and hearings will be held in winter 1981. Two of the conferences will address programmatic issues and the third conference will emphasize documentation. Both conferences will highlight papers commissioned by NIE. The authors of the commissioned papers will draw upon their knowledge of the paper

subject plus appropriate research and information resources generally available. Each paper will contain a factual analysis of the topic plus implications of the factual analysis which are related to the new Follow Through research effort. (A list of papers commissioned to aid planning for both strands of the plan is contained in Appendix A).

Papers to be solicited in Stand One fall into two major categories: those designed to inform the development of new Follow Through program approaches, and those designed to assist in the development of documentation for studying the new approaches. Within the first category of Strand One papers on programmatic aspects of the new approaches will be some dealing with (a) specific lessons and implications from Follow Through or other compensatory programs, and (b) on lessons that have been learned to date from efforts to develop and implement programs within schools generally.

The second category of papers in Strand One is directed to documentation of the new approaches. These papers are designed to assess prior experiences with studies of Follow Through, to assess experiences with studies of other relevant programs and to draw practical implications for documentation of the new management-oriented approaches projected in Strand One.

Two conferences will be held on programmatic issues. One will be hosted in Philadelphia by the School District of Philadelphia and one will be hosted in Portland, Oregon by the Portland, Oregon Public Schools in cooperation with the Northwest Regional Laboratory. A

separate conference on documentation of the Strand One approaches will be hosted by the Austin, Texas Independent School District. In total, 100 persons, including the paper writers will be invited to these conferences. They will represent persons with prior experience with Follow Through and similar programs, constituencies served by Follow Through, and those with broad interests in the field of compensatory education. Participants will be jointly selected by NIE and the Follow Through Division in collaboration with the host school districts.

Plans for Strand Two - We will adopt a freer and broader stance towards the range of new concepts that might ultimately be converted to Follow Through models. This is appropriate, for as stated earlier, NIE wishes to cast a wide net for promising ideas at the beginning of Strand Two, and progressively tighten it through the refinement and successive waves of reviews.

Accordingly NIE intends to involve a broader spectrum of persons in thinking about the future of Follow Through than is customarily the case in large scale educational R&D. For example, figures from the arts, journalism, public interest groups, the media and education will participate in Strand Two. Such individuals have been commissioned to write papers and will serve as resources at two conferences designed to explore alternative conceptions of Follow Through for the future. Spelman College in Atlanta, Georgia will host one conference. The sponsorship and location of the second is to be determined.

Papers to be solicited in Strand Two will also fall into two major categories: those designed to inform the development of future Follow Through program approaches, and those designed to assist in the identification of needed supporting research.

Illustrative issues to be addressed by paper writers in Strand Two with regard to future Follow Through programs are:

- What implications does the use of media for learning in the school and home have for future Follow Through programs?
- If the ghetto is treated as an "extreme environment" in learning, as polar regions or space are considered for survival, what implications flow for future Follow Through programs in inner cities?
- What effect will the increasing proportion of single parent families and other social changes including increased numbers of working mothers have on the desired characteristics of Follow Through programs in terms of such considerations as curricula, provision for social development and extended services?
- What are the potential uses of technology in Follow Through classrooms in the 1980's
- What emphases in home learning and parent education should be considered for expansion in Follow Through in the 1980's?

In addition to the paper writers and conferences planned for Strand Two, a working group of individuals will be formed to consult with NIE and the Follow Through Division on a relatively self-directed basis during fiscal year 1981. Nine individuals will comprise the group. Each member will make 20 days of consulting available and one of the members will have an additional 20 days to coordinate the work of the entire group. NIE foresees a particularly diverse mix of individuals comprising this group who will in part work independently on different visions of future Follow Through programs and then come together to gather their collective ideas. Individuals in this group will act as resources at the Strand Two conferences on future approaches, together with the paper writers. In total, 50 persons including paper writers and the consultants will attend the two conferences on future approaches to Follow Through.

A conference on future needs for supporting research, particularly focusing on methodological aspects of documenting future Follow Through approaches and associated research will be hosted by the Learning Research and Development Center at the University of Pittsburgh, itself a Follow Through sponsor. Twenty five people, including paper writers, will attend this conference.

Dingle Associates, Inc., of Washington, D.C., will provide support services for the conferences. As part of these services, Ronald and Beatrice Gross who are noted educational writers will synthesize the proceedings. The conference synthesis, together with the commissioned papers will be made available publicly as well as for specific Follow Through planning purposes.

APPENDIX A: PAPERS COMMISSIONED FOR FOLLOW THROUGH PLANNING

Strand One

- Dr. Linda Stebbins of Abt Associates, Inc. will focus on teacher interaction with programs and the importance of setting specific program goals as they relate to the acquisition of basic skills.

- Dr. James Comer of the Yale Child Study Center will address systems and management considerations in implementing programs within schools.

- Dr. Edward Simpkins, Dean, College of Education at Wayne State University will address the issue of time on task and how it may be maximized in schools.

- Dr. Yvonne Bwell, Associate Superintendent of the Dallas Independent School District will dicuss general factors affecting program development and identify specific considerations that should be taken into account when developing effective compensatory programs at the early elementary grades.

- Dr. Mary Kennedy of the Huron Institute will address evaluative implications flowing from the original legislative conception of Follow Through, evaluative implications flowing from the planned variation scheme, and a prospective examination of evaluation issues surrounding the adoption of a school improvement strategy.

- Dr. Stuart Rankin of the Detroit Public Schools will address three issues: the first is a system of measurement-driven instruction; the second is to describe what is necessary for management in a school system; and third is to investigate issues related to delivering different levels of services for children.

- Dr. Raymond Garza of the University of California (Riverside) will discuss the adequacy of the theoretical groundwork associated with the various Follow Through interventions which have been implemented during the past decade.

- Dr. Robert Egbert of the University of Nebraska will discuss: 1) what it takes to implement and sustain successful Follow Through projects; 2) the longitudinal research study on the effects of preschool intervention; and, 3) an analysis of factors that may affect long term development of Follow Through programs.

Strand One (Continued)

- o John Porter of Eastern Michigan University will address the issues of educational change and program development--past, present and future.

- o Dr. Sol Pelavin of the NTS Research Corporation will address the issues of educational change and program development as they relate to the design and implementation of new Follow Through approaches.

- o Dr. Wilma Smith of the Bellevue, Washington School System will discuss factors associated with successful in-school projects as well as techniques for gaining staff cooperation and commitment.

- o Dr. Robert Yin of Abt Associates will address issues of implementation--strategies and considerations. He will particularly focus on parent and community involvement strategies.

- o Dr. Walter Hodges of Georgia State University will focus on experiences with the sponsorship approach to intervention used in Follow Through.

- o Dr. Eva Baker of the Center for the Study of Evaluation will address the issues related to conducting evaluations in the schools.

- o Dr. John Evans of ETS will identify the significant features of the history of Follow Through; discuss directions for the future; and suggest ways of testing for impact of new models.

- o Dr. Jane David of Bay Area Research Group will address the design of evaluations with regard to the evaluation providing relevant input in future policy considerations.

- o Dr. Chad Ellett of the University of Georgia will discuss issues related to the evaluation of program implementation.

- o Dr. John Ogbu of the University of Delaware will address the influences in the community and home that affect the child's ability to learn in the school.

- o Dr. Michael Fullan of the Ontario Institute for Studies in Education will focus on the conceptual and methodological issues related to implementation of programs and the evaluation of implementation.

Strand One (Continued)

- Mr. E. Joseph Schneider of CEDaR will synthesize the experience of CEDaR member institutions with Follow Through and address related topics in school improvement strategies.

- Dr. Asa Hilliard of Georgia State University will synthesize knowledge which has been gained from Follow Through and identify and discuss unresolved issues.

- Dr. William G. Spady of the American Association of School Administrators will focus on changes inthe management of time, students, instructional resources, and testing required of both teachers and administrators for possible use in Follow Through.

- Dr. Leslie Williams of Teachers College will examine bilingual multicultural early childhood programs and identify those factors which appear to have been related to the success of the program implementation.

- Dr. Lorraine Smithberg of Bank Street College will discuss different conceptions of Follow Through programs and their implications for practice.

- Dr. Paul Hill of the Rand Corporation will discuss successful program development and implementation strategies.

- Mr. Robert Stahl of the California Teachers Association will write on practical factors related to the theory of bringing innovation to schools, including ways to work with teachers to make innovation productive.

Papers Commissioned for Follow Through Planning
(Continued)

Strand Two

- Dr. Edward Palmer of Palmer Associates, Inc. will focus on the role of the media in the education of Follow Through age children.
- Dr. Joan Bissell of the California Employment Development Department will dicuss how schools should be reconstructed to better link with work, family, community and societal changes in the 1980's.
- Dr. Henry Acklund of USC will discuss trends that will affect early childhood education in the future.
- Dr. Chester Pierce of Harvard University will focus on the ghetto as an "extreme environment" and discuss implications for child development and learning.
- Dr. Martin Katzman of the University of Texas-Dallas will address broad societal, political and environmental trends occuring over the coming decade that may affect early childhood learning and compensatory education in particular.
- Dr. Eugene Garcia of the University of Utah will focus on the bilingual child in terms of implications for early childhood curricula and schooling as well as the relationships between the home and the school.
- Dr. Dalton Jones of the University of Massachusetts will address the issue of instrumentation for use with new Follow Through models especially minority children--including, psychometric considerations, practual considerations and assessment issues.
- Dr. Ernest Bernal of Creative Education Enterprises will address the issues of the design of assessment instruments for minority students, research needs in instrument design, and appropriate outcome instruments.
- Dr. Robert St. Pierre of Abt Associates will identify promising and desirable areas for further analyses of existing Follow Through data and identify data bases that might support such analyses.
- Dr. Thomas Cook of Cook and Cook, Inc. will write on perspectives of the documentation of school improvement efforts: philosophical, methodological and practical considerations.

Strand Two (Continued)

- Dr. Susan Loucks of the Research Development Center for Teacher Education/University of Texas-Austin will discuss investigating program implementation: technical and practical problems.

- Dr. Leigh Burstein of UCLA will address perspectives on the documentation of school improvement efforts: philosophical, methodological and practical considerations.

- Dr. J. Ward Keesling of SDC will address the issues related to instrumentation in large scale program evaluation: research needs, selection consideration and alternative outcome indicators.

- Dr. Walter Haney of the Huron Institute will address instrumentation in large scale program evaluation and important considerations in developing and validating tests.

- Dr. Ernest House of CIRCE will address perspectives on the evaluation of large scale school improvement projects.

- Dr. Gene Glass of the University of Colorado will focus on documentation strategies of school improvement efforts with emphasis on philosophical, methodological and practical considerations.

- Dr. Richard Jaegar of the University of North Carolina will discuss instrumentation in large scale program evaluation.

- Dr. Thomas McNamara of the School District of Philadelphia will discuss issues in evaluating implementation and practical considerations when conducting evaluation in schools.